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DEPARTMENT OF THE NAVY  
U.S. NAVAL SUPPORT ACTIVITY  
BAHRAIN  
FPO AE 09834-2800

NSABAHRAININST 1501.2A  
00  
3 May 04

U.S. NAVAL SUPPORT ACTIVITY BAHRAIN INSTRUCTION 1501.2A

Subj: MENTORING PROGRAM

Ref: (a) CINCLANTFLTINST 1500.1

Encl: (1) NSA Bahrain Mentors Handbook

1. Purpose. To update the staff-mentoring program at U.S. Naval Support Activity (NSA) Bahrain. Enclosure (1) is the handbook to be employed by mentors in this program.
2. Cancellation. NSABAHRAININST 1501.2.
3. Goal. To provide necessary guidance to all military personnel by linking an experienced Sailor (mentor) with a less experienced person (protégé) to foster professional and personal growth and develop future Navy leaders.
4. Discussion. Mentoring is a process where the protégé and the mentor work together to discover and develop the protégé's abilities and better prepare both individuals to meet the changing roles of supervisors in the workplace. By working together, the protégé learns what it takes to become a mentor and the mentor improves their knowledge of programs and personnel issues.
5. Eligibility. All personnel in pay grades E9 and below attached to NSA Bahrain will be assigned a mentor. Mentors will be assigned by their department during the check-in process and when possible will not be in the protégé's direct chain of command. Mentors must be of the highest caliber. They are the best we have to offer our junior Sailors and must exemplify all aspects of honor, courage, and commitment.
5. Policy. The NSA Bahrain Mentoring Program is established to ensure that:
  - a. All military personnel E-9 and below will have a mentor.
  - b. All military personnel will be trained in the mentoring process.

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c. All military personnel will take a proactive role in the mentoring process.

d. Mentoring will never be used as a means to undermine the existing Chain of Command.

6. Responsibilities

a. Department Heads:

(1) Encourage a positive climate where mentoring is fully supported.

(2) Monitor the department's progress by reviewing and discussing progress with mentors.

b. Command Master Chief:

(1) Overall coordinator of the Command Mentoring Program for assigned military personnel.

(2) Encourage a positive command climate where the mentoring process is fully supported by the entire Chain of Command.

(3) Meet monthly with the Departmental Leading Chief Petty Officers to discuss training objectives and process improvement techniques.

(4) Conduct monthly random progress interviews with protégés. The purpose of these interviews is to measure the program's effect.

c. Departmental Leading Chief Petty Officer:

(1) Assign a mentor to each new check-in and ensure Sailors are listed in the departmental data bank as mentor/protégés.

(2) Notify the Command Master Chief of:

(a) Discrepancies in the mentoring program.

(b) Results of the random interviews.

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(c) Mentoring data collection.

(3) Meet monthly as the Command Training Council to discuss training objectives and progress improvement techniques.

(4) Conduct monthly random progress interviews with selected protégés. The purpose of these interviews is to measure the program's effect.

(5) Provide newly assigned Sailors a Military Career Development Plan (MCDP) introducing the new competencies associated with the billet or job description.

(6) Provide and discuss program progress updates with Department Heads and the Command Master Chief.

(7) Ensure all mentors are properly trained and provide a positive role model.

d. Mentor:

(1) Perform roles described below and as further amplified in reference (a).

(2) Perform interviews with the protégé(s) to review progress, establish or update personal goals, analyze the mentoring relationship, discuss obstacles or problems and assess command support.

(3) Notify the departmental LCPO of encountered difficulties and constructive information that may contribute to process improvement.

e. Protégés:

(1) Fully participate in a well defined and mutually agreed upon program designed to produce both personal and professional growth and achievement.

(2) Conduct yourself in a professional manner always adhering to the Chain of Command and the specific direction agreed upon within the mentoring relationship. The role of the mentor will not replace or exclude the responsibility of the member in keeping his/her chain of command informed.

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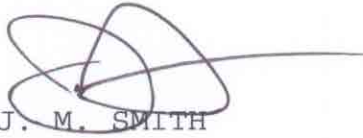
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(3) Notify the mentor of difficulties encountered by providing constructive feedback (i.e. tasking progress, new goals, self-evaluation of the mentoring process and command support assessment).

(4) Provide current MCDP to your supervisor during mid-term and end of year counseling.

(5) Contact your Departmental LCPO if you desire a mentor other than the one assigned.



J. M. SMITH

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List I

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# **NSA BAHRAIN MENTORING HANDBOOK**



## **DEVELOPING FUTURE LEADERS**

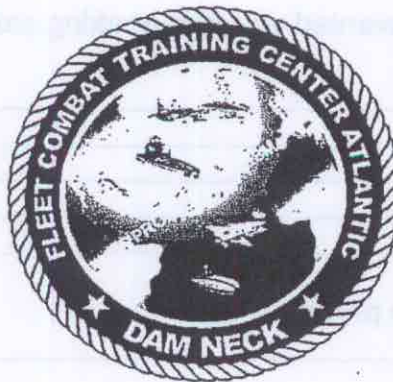
## PREFACE

This Mentoring Handbook was developed for all military personnel and to introduce you to the principles and concepts of Mentoring. The purpose of the Mentoring class is to ensure that all military personnel are trained on the Mentoring process. CINCLANTFLT Staff Instruction 1500.1 outlines the Military Mentoring Program. FCTCLANTINST 1500.1 provides guidance on the administration of the Mentoring Program at FCTCLANT Dam Neck.

This Handbook was prepared by members of the CINCLANTFLT Staff Training Council & the Chief Petty Officer community with special thanks to the following,

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**FCTLANT 1999 EDITION**

*Based on CINCLANTFLT 1997 Edition*

# MILITARY MENTOR PROGRAM FEEDBACK FORM

Make Copies if necessary

NAME	RATE/RANK	DIVISION CODE
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(OPTIONAL)

On a scale of 1 - 10 answer the following;

1. How effective is the Military Mentor Program? [1-2-3-4-5-6-7-8-9-10]  
low to high
2. Is your chain of command supportive of the Military Mentor Program? [1-2-3-4-5-6-7-8-9-10]  
low to high
3. My Mentor has played a vital role in my professional development. [1-2-3-4-5-6-7-8-9-10]  
low to high
4. Are you satisfactorily accomplishing short/long term goals? [1-2-3-4-5-6-7-8-9-10]  
low to high
5. Meetings with my Mentor have been on a regular basis. [1-2-3-4-5-6-7-8-9-10]  
low to high
6. My Mentor & Supervisor work together for my professional growth. [1-2-3-4-5-6-7-8-9-10]  
low to high

7. What obstacles have prevented you from making satisfactory progress in achieving your goals?

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8. How can we improve the program?

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Additional comments can be added to the back of this page.

NOTE: Return form to the Staff CMC or the Staff Military Mentor Program Coordinator



# Military Career Development Plan

Protégé's Name	Grade/Rank	Division	Date

**Long Term Goal(s):** *In the next 3-5 years, I want to/will have....*

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**Short Term Goals:** *In the next 6-12 months, I will accomplish the following in effort towards reaching my long-term goals....*

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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What is the Goal?	How will you achieve it?	Are there any obstacles?	When will you complete it?

**I approve and support this Military Career Development Plan as a development tool.**

\_\_\_\_\_  
Protégé's signature/date

\_\_\_\_\_  
Mentor's signature/date

\_\_\_\_\_  
LPO/LCPO signature/date



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## Q1: Why Should I Get Involved in Mentoring?

A1: Most people think of mentoring as a benefit to the Sailor being mentored, but there are also many benefits to the Mentor and the Navy.

### For the Mentor:

- **Career Advancement for the Mentor** - Becoming identified as a "star-maker" attracts highly qualified high potential individuals to the Mentor's division/organization. Developing others to follow in your footsteps can facilitate the Mentor's career advancement.
- **Information Gathering** - Mentoring participants can be a great source of organizational data, feedback and fresh ideas; because serving in a senior level position can isolate leaders. Participants can serve as an important link in keeping communication lines open. In addition, while the Mentor may possess the "hard facts" about organizational issues, participants may provide important feedback about how people at different levels of the organization view things.
- **Personal Satisfaction** - Mentors feel a sense of pride in watching their Protege develop, and a sense of contribution to their organization. It is an opportunity to pass on your legacy to the next generation of Sailors.
- **Sharpened Management/Leadership/Interpersonal Skills** - Mentors sharpen their own skills as they challenge and coach the Sailors they mentor. In fact, mentoring is an important management competency in the naval leadership continuum.
- **Source of Recognition** - Good Mentors are well respected at all levels of the organization.
- **Expanded Professional Contacts** - Mentors develop many rewarding professional contacts by interacting with other Mentors and with contacts made through and for the Sailors they mentor.

### For the Command:

- **Increased Commitment to the Command/Mission** - Mentoring increases service members' understanding and acceptance of command goals and values, and helps Sailors feel like they are an integral part of the organization.
- **Improved Performance** - Both Mentors and the Proteges they mentor have an opportunity to expand their technical, interpersonal and leadership skills through the relationship. More specifically, mentoring helps Sailors identify and prepare for Leadership roles, which best fit their needs and interests, but also contributes to the needs of the Navy. Mentoring is functionally efficient because instead of floundering on their own, Proteges are helped by their Mentors to develop more direct career paths.
- **Improved Flow of Organizational Information** - Mentoring encourages the sharing of organizational information within the chain of command; mentored Sailors often serve as "linking pins".
- **Management Development** - Mentoring reduces the haphazardness of management development. It increases the effectiveness of developmental activities and generally produces Sailors who are comfortable with the responsibilities of leadership positions and who are able to motivate people and effectively utilize resources.
- **Long-Term Leadership Succession** - Mentoring facilitates the smooth transfer of organizational culture, values and other key components to the next generation of leadership.

### For the Protege:

- **Personal Growth** - Mentoring builds confidence and encourages the individual to grow beyond the usual expectations. It encourages individuals to become more involved both personally and professionally.
- **Role Model** - The Protege is provided a role model and an individual that they can feel comfortable taking questions and concerns to in a neutral environment.



Sailor to discuss some work-related problems or career aspirations in a candid manner with the immediate chain of command. Such a relationship could also create perceptions of favoritism, which should always be avoided.

A Mentor who is very senior to the Sailor may be too far removed, but still able to provide some kinds of practical guidance. On how the Sailor can get to the next step. Also, while many people would like to select senior leaders as Mentors, there usually just aren't enough to "go around." Individuals looking for Mentors should be mindful of this, and individuals asked to be Mentors should consider their own time limitations before committing to serve as a Mentor.

### **Q5: What is the Time Commitment?**

**A5:** The amount of time a Mentor and Protege choose to invest in the relationship varies greatly, based on the needs, expectations and desires of both parties. The greatest commitment of time is generally in the beginning of the relationship, when the focus is on getting to know each other and create initial Military Career Development Plan. Before the Mentor connection is even agreed upon, during the "interview" phase, the amount of time each person is expecting and willing to commit should be discussed. As the relationship evolves, the time spent together will naturally evolve based on the distinct relationship.

### **Q6: What else should a Sailor consider when looking for a Mentor?**

**A6:** In looking for a Mentor, consider work and communication styles that are right for you. Know what you want from the relationship, based on your current situation, and think about the skills/competencies you'd like to develop and your career goals. Have realistic expectations. Relationships may not last a lifetime and most cannot fill every need because mentoring styles vary. Some important things to consider (in no particular order):

- What are your career goals and needs?
- Does the Mentor have knowledge and experience in related areas, or better, in many areas?
- Is the Mentor at the right level of the organization?
- Is the Mentor proficient and professional at

what he/she does?

- Is the Mentor a positive role model?
- How does the organization judge the Mentor? Is he or she well respected?
- What is the Mentor's ability to network within the organization?
- Is the Mentor supportive and respectful of others?
- Does the Mentor value the Navy, enjoy the challenges and understand the vision, mission and values of the organization?
- Will the Mentor be available for uninterrupted, quality meetings?
- Will you feel comfortable talking with the Mentor honestly; do you trust him or her?
- Will the Mentor take a genuine interest in your development?
- Is he or she enthusiastic about Mentoring?
- Will the Mentor give you honest feedback about yourself and your developmental needs?
- Can the Mentor help you find opportunities capabilities?
- Will the Mentor give you candid information, share knowledge, experience and insights?
- Is the Mentor a good teacher/coach/motivator?
- What do others say about the Mentor?
- What are the Mentor's expectations?

### **Q7: Can Officers Serve as Mentors to Sailors?**

**A7:** Yes, although it is discouraged due to differences in rank. An Officer/Enlisted Mentor/Protégé could be mistaken for one which is "unduly familiar, causing unnecessary complications in the long run.

Almost anyone, military and civilian alike can and do serve as Mentors. A Sailor may have several Mentor/Protégé relationships simultaneously. It is important to remember that the Navy's Mentoring Program is that of a relaxed, semi-professional relationship which is capable of achieving measurable results.

### **Q8: Can a Mentor be from Another Command?**

**A8:** This is certainly possible, but should be given careful thought. A drawback is that an outside Mentor may not have much knowledge of the internal operations, issues and priorities of the Sailor's command, or know many key people



**An Achiever** - sets lofty career goals, continually evaluates and strives to reach them, takes on more responsibility than is required, volunteers for more activities and climbs the "career ladder" at a quick pace; inspires the Protege he or she mentors with the same drive for achievement.

**Values DON** - takes pride in the Navy, relishes the everyday challenges that typically arise, understands the mission, vision, and values of the Navy, and supports the Department's initiatives - can interpret these for the Protege.

### Q13: What Should Prospective Mentors look for in a Protege?

**A13:** Making a Mentor/Protege connection is not just about a service member interviewing and selecting a Mentor. Both must consider they're own, and the other person's interests and expectations. Before agreeing to mentor a particular Sailor, the prospective Mentor may look for the following:

- Positive attitude
- Competence, credibility
- Ambition
- Desire to learn
- Commitment to the organization
- Initiative
- Desire and ability to accept more senior-level responsibilities; loyalty
- Similar perceptions of work and the organization
- Ability to establish networks
- Ability to work as a team player
- Candid information and feedback
- Respect confidentiality

### Q14: What are the Responsibilities of the Sailor Being Mentored?

**A14:** The Sailor must be an active participant in the relationship (after all, it's his or her career). In particular, he or she must:

**Prepare** - do appropriate "homework" for meetings with the Mentor.

**Develop** - work to achieve skills/competencies, knowledge, and ability

**Be Flexible** - listen to the Mentor and consider new options which may be proposed

**Take Initiative** - do your homework; find a possible solution, then take it to the Mentor for advice when needed.

**Begin with the End in Mind** - don't get lost in the process. If it is not clear, ask the Mentor how the process leads to the goal.

### Q15: What is Most Important in a Mentoring Relationship?

**A15:** There are five essentials for a successful mentoring relationship. Both the Mentor and the Protege must want the relationship to work. Watch for signs of "lopsided" mentoring: both the Mentor and the Protege should be committing appropriate time and energy to the process. Five things are essential:

**1. Mutual Respect** - when a Protege recognizes knowledge, skills and abilities in the Mentor that he or she would like to possess. The Mentor appreciates the success of the Protege and the Protege's desire to develop his or her capabilities, experiences and value to the organization.

**2. Trust** - is a two-way street. Mentors and Proteges should work together to build trust through communicating, availability and loyalty.

**3. Partnership Building** - the Mentor and Protege are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other's expectations. Activities that can help you overcome these barriers include:

- Maintaining communication
- Fixing "obvious" problems
- Forecasting how decisions could affect goals
- Frequent discussion or progress
- Monitoring changes

### Successful partnerships develop through:

- The expressions of enthusiasm which both have for the relationship.
- Activities of idea exploration and successful problem solving which create an atmosphere or emotional acceptance of each other.
- Strategies and tactics change which move slowly enough to be monitored and adjusted to assure optimum growth and success of the



### **Q20: What are the Boundaries around the Types of Advice a Mentor Can Give?**

**A20:** Again, Mentors should follow regular standards for appropriateness. While personal rapport and candid feedback are both characteristics of good mentoring relationships, advice should be career related. Mentors should take care to always respect the chain of command and private lives of those they mentor, particularly when it comes to giving advice. The Mentor/Protege relationship is always professional.

### **Q21: What are Some Signs of a Successful Mentoring Relationship?**

**A21:** Signs that a mentoring relationship is successful are:

- The Protege is open to change and transition, to exploring possibilities, helping others and learning from others.
- Both parties are inspired by the relationship and gain a great deal of satisfaction from it.
- There is a commitment to understanding and growing, and to confronting and working toward solutions to problems that may arise.
- The Sailor feels a bond or connection with the Mentor, experiencing the relationship as one of value in which mutual interest, respect and straightforward communications are constants.
- The Protege is comfortable going to the Mentor when counsel and support are desired, taking responsibility for meeting his/her own needs in the relationship.
- The Mentor shows the Protege new aspects of his or her potential, helping them learn about themselves.
- The Mentor has established a comfortable environment for learning and discussion, and enjoys watching the Protege grow.
- When it becomes time to separate, the relationship is on equal footing and the Protege regards the Mentor as a friend or peer he or she can seek for advice in the future. Because of the relationship, the service member has increased self-knowledge, self-acceptance and self-confidence.

### **Q22: What is a Mentor Not Able to Do?**

**A22:** A Mentor should never be used to bypass

normal and appropriate procedures or chain of command, or to exert pressure or influence on an individual (the Sailor's supervisor) who is the appropriate decision authority. For example, if a supervisor denies a particular request for training or an assignment, there should not be a request or expectation for the Mentor to intervene. In such a case, the service member, should discuss the matter with his or her supervisor, perhaps offering alternatives that would meet both the individual's and the organization's needs.

A Mentor clearly cannot guarantee promotions. Likewise, when providing assistance for developmental activities a Mentor must be careful not to give any unfair advantage to the Protege(s) they mentor. As always, Mentors must keep in mind not only the procedures, but also the spirit of our Navy core values.

### **Q23: What is the Chain of Commands Role?**

**A23:** Supervisors have a very important and challenging role. Like Mentors, they provide advice, feedback and support. They should work closely with their Sailor in putting together a Military Career Development Plan (MCDP) and identifying and supporting specific developmental skills and competencies. The supervisor should provide the Sailor with candid feedback about what he or she observes as their strengths and developmental needs and should help the member reflect upon and learn from on-the-job experiences.

Unlike Mentors, supervisors are faced with the immediate need of "getting the job done" when Sailors are participating in developmental activities, adhering to the resource constraints of their unit and ensuring equitable access to developmental opportunities for all. While a supervisor may very much want to support developmental activities, and is expected to do so, the supervisor must balance this with other considerations. The supervisor/chain of command is the authority to approve participation in developmental activities, or deny participation for workload, budgetary or other appropriate considerations. It is very important for a Sailor and his or her supervisor to discuss each other's expectations.

Oftentimes, some level of negotiation will be necessary. If a Sailor is dissatisfied with a supervisor's decision, he or she should try to resolve the issue at the lowest, most appropriate



**M**entoring consists of different stages reflecting the Sailors learning and growth needs. Each stage may require the Mentor to different roles. The stages actually blend into each other. The roles listed under a stage aren't exclusive to that stage, but indicate when Mentors are most likely to begin performing that role. With this in mind, you can brush up on the necessary skills to perform the role effectively. The four main stages of mentoring are:

- Prescriptive
- Persuasive
- Collaborative
- Confirmative

### 1. PRESCRIPTIVE STAGE.

In the first stage of mentoring, the prescriptive stage, the Sailor usually has little or no experience at the job or in the organization. This stage is most comfortable for the novice, who depends heavily on the Mentor for support and instruction. This is where the Mentor is directing, ordering and advising the Sailor. During this stage, the Mentor primarily assumes the roles of:

**+ Coach + Teacher + Motivator**

During this stage, the Mentor gives a Lot of praise and attention to build the Sailor's self-confidence. The Mentor devotes more time to the individual in this stage than in any or the other stages. The Mentor focuses on providing detailed information to the service member on many, if not all, workplace issues and procedures. The Mentor thinks of the individual as a "sponge" soaking up every new piece of information provided. The Mentor shares many of his or her own experiences, "trials" and "anecdotes" during this stage, giving examples of how he or she or others handled similar tasks or situations and with what consequences

### 2. PERSUASIVE STAGE.

The second stage requires the Mentor to actually persuade the sailor to find answers and seek challenges, rather than getting them from the Mentor. The individual usually has some experience but needs firm direction. The Sailor needs to be prodded into taking risks. The Mentor suggests new strategies, questions, and

challenges and pushes the individual into discoveries. Generally, the additional roles the Mentor assumes during this stage are:

**+ Counselor + Door Opener + Guide**

### 3. COLLABORATIVE STAGE (Team Worker).

In this stage, the Protege has enough experience and ability to work together with the Mentor to jointly solve problems and participate in "more equal" communication. In this stage, the Protege actively cooperates with the Mentor in his/her Military Career Development Plans.

The Mentor may allow the Sailor to take control and work independently. For instance, the Mentor gives a piece of an important project to do independently with little or no guidance. In this stage, the mentor is likely to pick up the following roles:

**+ Career Advisor + Role Model**

### 4. CONFIRMATIVE STAGE.

This is the stage in which the Sailor has a lot of experience and has mastered the job requirements, but still needs the Mentor's wisdom and professional insight into policies and people. In this stage, the Mentor may perform many of the previously practiced roles. Most importantly the Mentor is a sounding board and empathetic listener. The Mentor gives advice and encouragement in a non-judgmental manner about career decisions. In this stage, the Mentor will play a significant role, which he/she may not have played before:

**+ Sponsor**

In order to determine at which stage to begin the relationship, the Mentor and the Protege must consider:

- What are the Protégé's knowledge, skills, and abilities?
- What is the Protege's level of experience?
- What type and amount of guidance and support does the Protege need?

These questions can be answered through discussions with the Protege, by observing him or her at work or by consulting with others who know them such as his or her supervisor.



**E**ach role a Mentor takes requires special skills. This section will assist you in improving mentoring skills. All roles require highly developed active Listening skills and quality meeting settings.

### MEETING

To establish trusting and open communications in the relationship, make the individual feel comfortable in your one-on-one meeting settings. Be aware of their reactions to the meeting setting. Feel free to ask them if the meeting setting is comfortable.

### LOCATION

Is the Sailor more comfortable in your office or at some other place? This could relate to a variety of issues such as confidentiality, formality of setting, travel time, etc. Consider the following:

- **Appropriate space**

Consider how space can relate to tower and create an intimidating atmosphere. A Large desk may be seen as a barrier between you and the Protégé. However, most people feel their personal space is invaded if you are positioned too near to them while speaking. Try to strike a balance. The distance may be bridged by positioning chairs near each other. Proper physical distance may be achieved by using a side table setting.

- **Lack of distractions**

Try to eliminate interruptions such as phone calls, 'visitors, visible reading and work materials. Provide "quality" meeting time, giving full attention. You may have to get out of your office to do this.

### MANNERISMS

The following mannerisms also contribute to create a comfortable atmosphere:

- **Eye contact**

Use appropriate eye contact. Be sensitive to cultural differences in what is considered appropriate eye contact. For example, in some cultures, eye contact is considered appropriate during Listening and speaking. Whereas in other cultures, dropping or averting the eyes during listening shows respect, and direct eye contact during speaking is appropriate.

- **Gestures**

Supplement your speech with facial and hand gestures. You can show enthusiasm by nodding approval, smiling or shaking the other person's hand. However, don't be artificial. Don't "fidget" or play with papers.

- **Open body posture**

Rest your arms casually at your side or on a surface, rather than folding them. Try leaning toward as if eager to hear what is said.

### AGENDA

As with any meeting, an agenda or clearly stated purpose will help your meeting to be productive. When setting up the meeting, determine the agenda in advance. This helps you:

- **Allot an appropriate time frame**
- **Come prepared**
- **Avoid surprises**
- **Determine if the meeting was a success**

At the end of each meeting, plan the date, time, and purpose of the next meeting. Agree that if either of you finds it necessary to request a meeting in the interim, you will discuss the agenda. Don't change the agenda or the meeting without mutual consent. For example, if you are planning to meet to work on the MCDP, and the Sailor has experienced a significant problem on the job, you may need an interim "counseling" meeting. The MCDP should probably not be worked on during the counseling meeting, unless you both agree that the combined purpose of the meeting would be appropriate.

### INTERPERSONAL STYLE

The way you interact with the Protege affects your natural preferred behavioral style, despite your best efforts to follow the tips in this handbook. For example, one of you may prefer to mix business conversation with humor, while the other may not. One may prefer to talk about the big picture before discussing details, while the other may prefer to get the facts lined up before dealing with a large issue. One may focus on logic while the other focuses on feeling. Being aware of your personal style and the individual's interpersonal style may be a critical factor in the comfort level of your meetings.



With a more senior, mature, older Protege, your teaching role may be to encourage them to learn as much as possible from developmental assignments. Learning from experience is not automatic. Sailors are likely to assess developmental assignments in terms of how well or easily they accomplished a project, rather than assess it in terms of what lessons were learned. To help the Protege learn from experiences, try discussing the experience in this way:

- **Give a concrete, detailed description of the experience.** Probe for specifics on what was done and how problems were handled rather than generalization "how it went."
- **Describe feelings about particular aspects of the experience.** This is known as reflective observation.
- **Explain what lessons were learned in the process.** This leads to generalizations about technique, politics, and interpersonal relations, working with the rules, organizational culture, management styles, and functional interrelationships. Based on the insights expressed in the above steps, get the Sailor to discuss possible strategies for future behavior in similar situations.

As a guide, you help navigate through the inner workings of the organization and decipher the "unwritten office rules" for the service member. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics of office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures your organization follows, the guidelines that are not always documented, and the policies under consideration.

As a Mentor, it is important that you help the Protege to understand the inner workings and "unwritten rules." Brief the Protege on who does what, the critical responsibilities that each performs and the Personal/job styles involved.

You may also help the Protege navigate in the "white waters" of change. How to deal with turmoil, downsizing, rapidly changing missions and organization structures are issues that may be of great concern to the service member.

### COUNSELOR

During the course of the mentoring relationship,

you may be counseling the Sailor on problems that stem from conditions outside of work, or from conflicts at work. You may also counsel the Sailor on how to make certain decisions. The role of counselor requires you to establish a trusting and open relationship. To create such a relationship, you need to stress confidentiality and show respect for the Individual. You can promote confidentiality by not disclosing personal information that they share with you. Show respect by listening carefully and attentively to the individual and by not interrupting while they are talking.

### THE NON-DIRECTIVE APPROACH

As a Mentor, you should be familiar with the non-directive approach to counseling. The focus of this approach is to let the service member discover problems and work out solutions that best fit his/her value system. This type of approach avoids the need or making a diagnosis. You don't want to assume the role of a "psychoanalyst." Don't try to diagnose the Sailor's problem. A non-directive counseling approach requires you to use active listening skills. While listening to the Sailor, refrain from passing judgment. You should accept the different values and opinions of that person without imposing your own values and opinions.

Make them feel comfortable and at ease. Show a genuine interest in their welfare. Attempt to get them to "open up" with phrases such as:

- "I see, would you like to tell me about it?"
- "Would you help me to better understand your feelings?"
- "Why do you feel that way?"
- **Reflection:** As part of the non-directive approach, you should learn how to reflect upon what has been said by the service member. A non-directive approach does NOT mean that you are passive throughout the discussion. Any discussion, if it is to be productive, requires a give-and-take style. You should reflect on the Sailor's statements by restating the key point(s). Make sure you really understand what they are trying to tell you.
- **Silence:** It is not unusual for a person to stop talking during a conversation to organize thoughts, focus opinions, interpret feelings or simply catch his/her breath. You may feel great pressure to break the silence by saying something. Don't try to anticipate the Sailor's feelings or thoughts. This can lead the



than a passive recipient of, your sponsorship.

You may also find that a Sailor's supervisor is concerned about the mentoring relationship. Try to ensure that your actions and suggestions on the service member's behalf do not undermine the supervisor. Keep the supervisor involved and informed as appropriate.

Mentoring is designed to function outside the structure of the organization's chain of command. A working relationship between the supervisor and the Mentor is necessary to establish and align the Protege's career goals.

### COACH

With a novice, you may need to perform the role of coach to help the service member learn specific job tasks or to overcome performance difficulties. When coaching,

- **Describe** the behavior that you want from the Protege
- **Remind** the Protege why this skill is important.
- **Explain** in detail how to approach the task/activity.
- **Demonstrate** the desired behavior.
- **Observe** them performing.
- **Evaluate** the performance by giving feedback

### FEEDBACK

Coaching primarily involves feedback on performance. As a Mentor, you must give two kinds of feedback:

- **Positive feedback:** To reinforce correct behavior.
- **Constructive feedback:** To change behavior that is incorrect or needs improvement.

Both types of feedback are critical to the Protege's professional growth. If you know how to provide feedback, you can perform the role of coach more easily. Feedback should be:

- **Frequent.** Give frequent constructive feedback so the Sailor will have a clear understanding of his/her progress.
- **Economical.** Give concise, quality feedback, which will be better understood and appreciated.
- **Specific.** Focus the feedback on what, how, when and why.

- **Direct.** Tell the service member what you have directly observed, not what you have heard from others.

### When giving constructive feedback:

- Don't use judgmental labels, especially not negative ones such as "immature" or "unprofessional."
- Don't exaggerate.
- Phrase the issue as a statement, not a question.

When giving feedback to the service member, concentrate on the behavior that you would like them to do more of, do less of, or continue performing. It is important that you do not give feedback when:

- You don't know much about the circumstances of the behavior.
- The time, place, or circumstances are inappropriate (for example, in the presence of others)



- **Limited in number:** You may want to create several career goals to eliminate the possibility of the Sailor feeling "trapped," but avoid setting too many goals at once. Concentrate first on setting goals that will help the individual accomplish what needs to be done.
- **Flexibility:** goals shouldn't be so rigid that adjustments can't be made. Sometimes changes in an individual's Interests, in the Navy's missions or the individual's workplace, will require altering goals.

#### 4. TARGET THE AREAS THAT REQUIRE DEVELOPMENT

To target developmental areas, the service member needs to know the requirements of future positions. If you've never held the desired positions, talk to people who have, or ask your Mentoring Program Manager for information about the position(s). If the Individual is not a novice, let them do this research! Identify the critical knowledge, competencies and abilities that will be needed for effective performance in the future. Weigh these against the knowledge, competencies and abilities that they already possess. As a MENTORSHIP participant, the Sailor has benchmarked his or her leadership skills. Their supervisor may be helpful in this identification.

#### 5. CREATE A WRITTEN MILITARY CAREER DEVELOPMENT PLAN (MCDP)

The best way to ensure that goals are reached is to outline specific actions to take in order to achieve them. You can suggest several career building activities and alternatives such as:

- **Enrichment** - enhancing skills and responsibilities by seeking/accepting new tasks and assignments while remaining on the current job.
- **Reassignment** - moving to another position with different duties.
- **Job Rotation or Details** - temporary/time-limited assignments into a variety of functions or related sub-specialties to give breadth of perspective, usually ending by returning to the primary/original position.
- **Education or training** - taking skill courses, enrolling in academic programs or self-study activities.

- **Professional organization membership** - participation in meetings, holding office, attending seminars/workshops/conferences, reading periodicals.
- **Observation and discussion** - participation in "cluster groups", "shadowing" assignments, interviewing others in the target occupation.

When academic training is appropriate, get the service member to consider several alternatives. Some courses have quotas. Timing is often critical. Some courses are pre-paid by the organization. Others may be reimbursed upon successful completion. Encourage the Individual to accept personal responsibility for expenses or off-duty time commitment to achieve some goals.

#### 6. DETERMINE SUCCESS INDICATORS

Individuals need to have a clear vision of what are the desired results of the developmental activity. Someone needs to be able to answer the question "How will I know I've succeeded?" It's not important what indicators you use, except that these indicators must be measurable and meaningful. Once you have an MCDP in place, it will be an "enabler" to move personnel toward the career goals that you help to set under the role of advisor.

#### 7. EVALUATE PROGRESS

Periodic meetings to evaluate progress toward goals are the final step. This will provide the opportunity to reflect on what has been learned and to make adjustments as necessary. Marking/celebrating progress as interim goals are achieved can *also* be a motivational factor.

#### REFERRAL AGENT

Primarily, you are the source of direction and focus. As the Mentor, you are required to outline steps necessary and resources available to your Protege. During the initial planning stages of the Mentor/Protege relationship, a detailed chronological listing of events with completion dates should be established. Categorize career goals, identify methods and resources. Encourage the use of Subject Matter Experts (SME), e.g. Navy Career Counselor or Commissioning programs, Senior Enlisted for specifics to Rating, and Navy Campus for Tuition Assistance. Additionally, tap into local no-cost training. This training is a great source and there are many instructional topics.